

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

School Results

School: Biddeford Middle School

District: Biddeford School Department

Code: 1016-1176



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Grade Level Summary Report

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	192			194			14,368			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	181	179	179	183	181	181	13,958	13,983	13,904	94	93	93	94	93	93	97	97	97
With an approved accommodation	17	18	19	18	19	20	2,067	2,100	2,026	9	10	11	10	10	11	15	15	15
Current LEP Students	6	6	6	6	6	6	290	317	289	3	3	3	3	3	3	2	2	2
With an approved accommodation	0	0	0	0	0	0	111	149	126	0	0	0	0	0	0	38	47	44
IEP Students	23	23	25	25	25	27	2,141	2,145	2,124	13	13	14	14	14	15	15	15	15
With an approved accommodation	16	17	18	17	18	19	1,681	1,689	1,650	70	74	72	68	72	70	79	79	78
Students not tested in NECAP	11	13	13	11	13	13	410	385	464	6	7	7	6	7	7	3	3	3
State Approved	10	10	8	10	10	8	263	223	254	91	77	62	91	77	62	64	58	55
Alternate Assessment	10	10	8	10	10	8	201	190	189	100	100	100	100	100	100	76	85	74
First Year LEP	0	0	0	0	0	0	29	0	29	0	0	0	0	0	0	11	0	11
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	33	33	36	0	0	0	0	0	0	13	15	14
Other	1	3	5	1	3	5	147	162	210	9	23	38	9	23	38	36	42	45

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	192	10	1	181	19	10	97	54	50	28	15	8	844	183	10	54	28	8	844	13,958	17	56	22	5	847
MATH	192	10	3	179	18	10	59	33	51	28	51	28	838	181	10	33	29	29	838	13,983	17	42	22	20	842
WRITING	192	8	5	179	10	6	76	42	66	37	27	15	838	181	6	42	38	15	838	13,904	7	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Reading Results

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

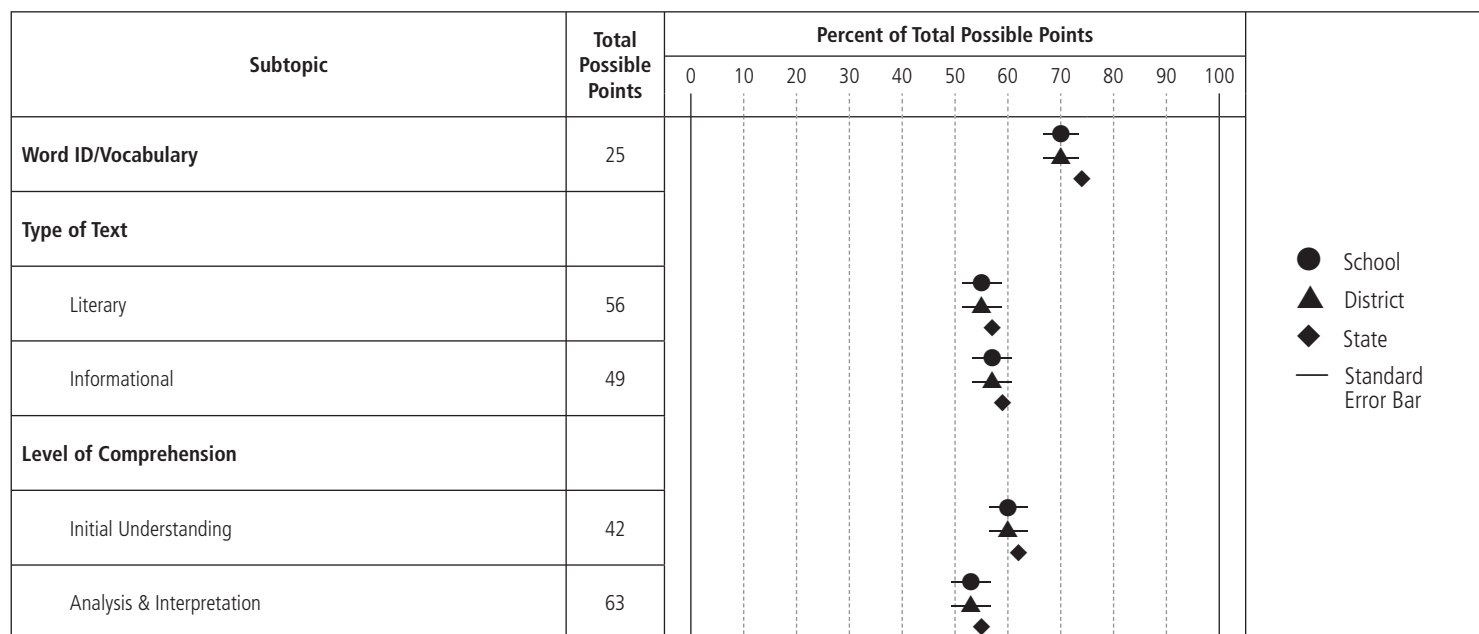
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	200	6	6	188	19	10	103	55	48	26	18	10	843
2009-10	192	10	1	181	19	10	97	54	50	28	15	8	844
2010-11 Cumulative Total													
DISTRICT													
2008-09	201	7	6	188	19	10	103	55	48	26	18	10	843
2009-10	194	10	1	183	19	10	98	54	51	28	15	8	844
2010-11 Cumulative Total													
STATE													
2008-09	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2009-10	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2010-11 Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Reading Results

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	192	10	1	181	19	10	97	54	50	28	15	8	844	183	10	54	28	8	844	13,958	17	56	22	5	847
Gender																									
Male	99	7	0	92	7	8	51	55	26	28	8	9	843	94	7	55	29	9	843	7,260	12	56	26	7	845
Female	93	3	1	89	12	13	46	52	24	27	7	8	846	89	13	52	27	8	846	6,698	22	55	18	4	849
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						155	14	53	26	6	846
Asian	5	0	0	5										5						158	27	58	14	2	852
Black or African American	1	0	0	1										1						373	10	42	36	12	842
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	33	50	8	8	851
White	178	9	1	168	19	11	89	53	46	27	14	8	845	170	11	53	28	8	844	12,977	17	56	22	5	847
Two or more races	4	1	0	3										3						95	12	63	24	1	847
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										6						290	3	40	42	15	838
Former LEP student - monitoring year 1	0	0	0	0										0						14	50	50	0	0	858
Former LEP student - monitoring year 2	0	0	0	0										0						19	37	63	0	0	857
All Other Students	186	10	1	175	19	11	94	54	48	27	14	8	844	177	11	54	28	8	844	13,635	17	56	22	5	847
IEP																									
Students with an IEP	34	10	1	23	0	0	5	22	8	35	10	43	830	25	0	24	36	40	830	2,141	2	27	47	25	835
All Other Students	158	0	0	158	19	12	92	58	42	27	5	3	847	158	12	58	27	3	847	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students	93	4	1	88	2	2	48	55	27	31	11	13	841	90	2	54	31	12	841	5,870	9	52	31	9	843
All Other Students	99	6	0	93	17	18	49	53	23	25	4	4	847	93	18	53	25	4	847	8,088	23	58	16	3	850
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	192	10	1	181	19	10	97	54	50	28	15	8	844	183	10	54	28	8	844	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services	31	0	0	31	0	0	10	32	18	58	3	10	837	31	0	32	58	10	837	1,078	6	47	39	8	842
All Other Students	161	10	1	150	19	13	87	58	32	21	12	8	846	152	13	58	22	8	846	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						331	12	59	26	3	846
All Other Students	190	10	1	179	19	11	96	54	49	27	15	8	844	181	10	54	28	8	844	13,627	17	56	22	5	847

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Mathematics Results

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

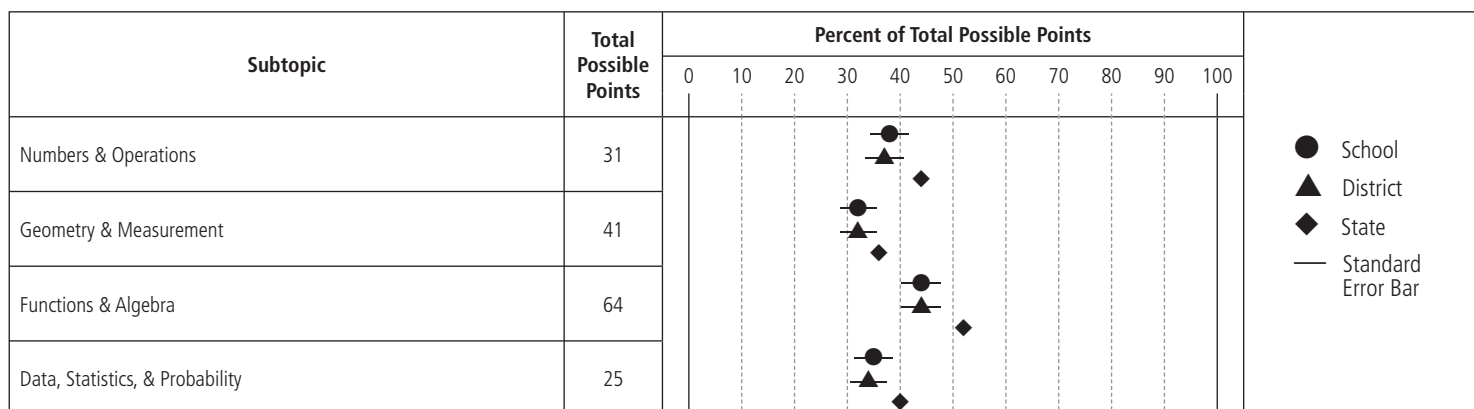
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10	200	6	7	187	22	12	72	39	49	26	44	24	840
2010-11	192	10	3	179	18	10	59	33	51	28	51	28	838
Cumulative Total													
DISTRICT													
2008-09													
2009-10	201	7	7	187	22	12	72	39	49	26	44	24	840
2010-11	194	10	3	181	18	10	59	33	52	29	52	29	838
Cumulative Total													
STATE													
2008-09													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Mathematics Results

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	192	10	3	179	18	10	59	33	51	28	51	28	838	181	10	33	29	29	838	13,983	17	42	22	20	842
Gender																									
Male	99	5	1	93	10	11	35	38	23	25	25	27	839	95	11	37	25	27	839	7,279	17	42	21	20	842
Female	93	5	2	86	8	9	24	28	28	33	26	30	838	86	9	28	33	30	838	6,704	15	42	23	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						156	15	37	23	25	840
Asian	5	0	0	5										5						160	27	43	18	13	845
Black or African American	1	0	0	1										1						389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	8	67	25	0	844
White	178	9	3	166	18	11	52	31	49	30	47	28	838	168	11	31	30	29	838	12,982	17	43	22	19	842
Two or more races	4	1	0	3										3						95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										6						317	3	24	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						14	43	36	14	7	847
Former LEP student - monitoring year 2	0	0	0	0										0						19	37	37	26	0	847
All Other Students	186	10	3	173	18	10	57	33	49	28	49	28	839	175	10	33	29	29	838	13,633	17	43	22	19	842
IEP																									
Students with an IEP	34	10	1	23	0	0	4	17	1	4	18	78	823	25	0	16	8	76	824	2,145	2	15	23	60	831
All Other Students	158	0	2	156	18	12	55	35	50	32	33	21	841	156	12	35	32	21	841	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students	93	5	3	85	3	4	22	26	28	33	32	38	835	87	3	25	33	38	835	5,888	7	37	27	29	838
All Other Students	99	5	0	94	15	16	37	39	23	24	19	20	841	94	16	39	24	20	841	8,095	23	46	18	12	844
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	192	10	3	179	18	10	59	33	51	28	51	28	838	181	10	33	29	29	838	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services	31	0	0	31	0	0	2	6	13	42	16	52	833	31	0	6	42	52	833	1,086	5	28	34	34	837
All Other Students	161	10	3	148	18	12	57	39	38	26	35	24	840	150	12	38	26	24	839	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						331	14	45	24	17	842
All Other Students	190	10	3	177	18	10	59	33	50	28	50	28	839	179	10	33	28	28	838	13,652	17	42	22	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Writing Results

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

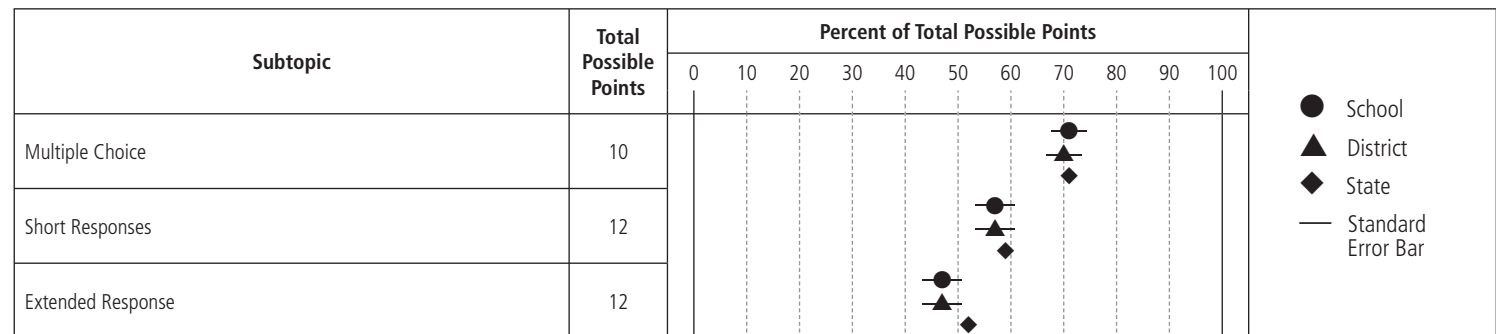
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total	192	8	5	179	10	6	76	42	66	37	27	15	838
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	194	8	5	181	10	6	76	42	68	38	27	15	838
STATE 2008-09 2009-10 2010-11 Cumulative Total	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Writing Results

School: Biddeford Middle School
 District: Biddeford School Department
 State: Maine
 Code: 1016-1176

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	192	8	5	179	10	6	76	42	66	37	27	15	838	181	6	42	38	15	838	13,904	7	46	37	10	840
Gender																									
Male	99	5	3	91	2	2	30	33	39	43	20	22	835	93	2	32	44	22	835	7,227	3	36	45	15	836
Female	93	3	2	88	8	9	46	52	27	31	7	8	841	88	9	52	31	8	841	6,677	12	55	29	4	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										3						186	7	40	40	13	838
Not Hispanic or Latino																									
American Indian or Alaskan Native	1	0	0	1										1						155	5	43	39	13	838
Asian	5	0	0	5										5						158	17	49	32	2	845
Black or African American	1	0	0	1										1						373	2	33	49	16	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	17	58	17	8	844
White	178	7	5	166	9	5	70	42	62	37	25	15	838	168	5	42	38	15	838	12,926	8	46	37	10	840
Two or more races	4	1	0	3										3						94	3	47	38	12	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	6	0	0	6										6						289	1	29	55	15	834
Former LEP student - monitoring year 1	0	0	0	0										0						14	29	50	21	0	849
Former LEP student - monitoring year 2	0	0	0	0										0						19	21	53	26	0	848
All Other Students	186	8	5	173	9	5	72	42	66	38	26	15	838	175	5	41	39	15	838	13,582	8	46	37	10	840
IEP																									
Students with an IEP	34	8	1	25	0	0	1	4	8	32	16	64	821	27	0	4	37	59	822	2,124	<1	11	50	39	829
All Other Students	158	0	4	154	10	6	75	49	58	38	11	7	840	154	6	49	38	7	840	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students	93	4	5	84	3	4	27	32	38	45	16	19	835	86	3	31	47	19	835	5,828	3	36	45	15	836
All Other Students	99	4	0	95	7	7	49	52	28	29	11	12	840	95	7	52	29	12	840	8,076	11	52	31	6	842
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	192	8	5	179	10	6	76	42	66	37	27	15	838	181	6	42	38	15	838	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services	31	0	0	31	0	0	5	16	22	71	4	13	833	31	0	16	71	13	833	1,073	4	30	53	13	836
All Other Students	161	8	5	148	10	7	71	48	44	30	23	16	839	150	7	47	31	15	839	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						328	3	39	48	11	837
All Other Students	190	8	5	177	10	6	75	42	65	37	27	15	838	179	6	42	37	15	838	13,576	8	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.